The GREGG WRITER

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HE'S AIDE TO AN ADMIRAL

How it happened, and the part that shorthand played in it you'll find very modestly but most interestingly recounted

By LIEUTENANT STUART HARWOOD, U.S.C.G.R.

IT was not foresight but necessity that prompted me to take up secretarial studies at McKinley Continuation School in Berkeley, California, after graduation in 1938 from the University of California. Like so many of my classmates, I was under the peculiar delusion that my diploma entitled me *per se* to a fine position with some outstanding firm which I would select. It did not take long for me to determine the average executive's or personnel manager's reaction to a degree. Crystallized, that reaction was: "So what? What can you *do?*" The answer in my case, as it is unhappily in many others, was simply, "Nothing."

So I enrolled as a contumacious student of business school; and for the first six months in shorthand class I was constantly in the "slough of despond," from which I would occasionally emerge with the conviction that I would have done much better to have continued my study of Chinese. I have always suspected that inwardly my teachers held much the same attitude, although their patience belied the fact.

I LEARNED typing so easily and shorthand with such difficulty that I nearly concluded my life's work lay in the mechanical arts, where more emphasis is placed on tactile dexterity than on mentality. However, I do have one virtue—*persistence*. So, having dragged my shorthand up across the "plateaus of learning," pausing much more than the allotted time en route, I reached, at last, a point where I wasn't still taking notes three minutes after the dictation had stopped, and I began to feel impatient to get a job.

That opportunity presented itself soon enough. It was, in fact, while I was in typing class during the last term of school that Miss Irwin one day walked into the classroom and asked if anyone's shorthand were fast enough to take down a conference verbatim. Mine, obviously, was not; but, then, neither was anyone else's. So, because I was the only man in the class and therefore outstanding in that respect if in none other, I was selected. The "conference," I learned later to my profound consternation, was a funeral! This, it occurred to me, was a rather ominous beginning to what I had looked forward to being a brilliant career.

ARRIVING at the church, I assumed what I deemed to be the appropriate reverential mien and climbed up into the organ loft, where the organist in a very "cold-turkey" fashion was plodding through the more sepulchral threnodies of Tschaikowsky and Beethoven. From my perch there I was to copy down everything that the minister said, and I conscientiously intended to do so—until he commenced his dolorous thanatopsis.

Now, my familiarity with funerals at my age is almost nil; but I must say that he seemed especially anxious to get the thing over, because his pace matched that of those highly unintelligible tobacco auctioneers. I took down what I could, which was little. I regarded with no little envy the body lying in state.

After the services it had been my intention to corner the minister and get his notes, but he was in more of a hurry than I, with the result that I missed him. Finally, however, I tracked him to his study, where, when he told me that he always spoke extemporaneously, I promptly felt

my hopes for success in secretarial pursuits go glimmering. Fortunately, though, he did say that he had read part of the service—and he handed me a prayer book, in which he had marked the passages used.

What came in between the excerpts I must confess (and I am glad to get it off my mind) I improvised. For example, among the assortment of shorthand glyphs I found a reference to Victor Hugo. I had majored in French and I was not especially hard put to pluck out from his excellent poetry an appropriate quotation (more so than what the minister used, I thought to myself).

The remainder of the improvisation was imitative of the pastor's style—verbose, rhapsodic, and pretty well dripping with sentiment. I was not too surprised, therefore, to receive the following comment upon the typescript which I submitted to the elderly wife of the deceased: "Thank you so much; it was word for word, and so beautiful." This ghost-written eulogium I had garnished with a Latin title—*Requiescat in Pace*—which lent, I felt, a certain dignity which my methods lacked.

MY first position was in the public relations office of a large steamship company. It was one of those "temporary" jobs where they try you out; and believe me, it was a trial. The office was right down on the San Francisco waterfront and into it flowed the most vehemently expressive members of the entire stevedoring world. The anathemas which they used, to put over their points, were enough to jam a typewriter and often did, in fact (or at least I so assumed for purposes of rationalizing). I then became secretary to the Marine Superintendent.

In the spring of 1939 I took my first Federal Civil Service examination and some months later learned that I had received a 94. Although I had been continuing my study of shorthand at night and thus my speed was fairly well up, still I was surprised. It was a year or so later—after I had succeeded in obtaining through that examination an excellent job with the U. S. Customs Service in San Francisco—that one day, just by chance, I averaged up the integral grades on that examination, only to discover that the Government had made a mathematical error and that my examination had actually been quite average. I have always been very sensitive to mathematical errors,

Rear Admiral Stanley V. Parker an

Pictures, courtesy of th U.S. Coast Guard

as a result of a zero received in the fourth grade in that subject. So, dutifully, I took the matter up with the Civil Service Commission. They testily assured me that the matter would be looked into. I kept the position, for I never heard from them, and I did not pursue the matter further.

IN that job as secretary to the head of the Marine Division of the Customs, I had frequent use for shorthand; and for a year (the extremely busy and hectic year antecedent to the outbreak of war) I found myself deluged with Mimeograph work, teletype operation, barrages of other governmental paper work—not without justification referred to as "red tape"—and most interesting of all, the reports to the Secretary of State on shipments to the Orient.

Shortly before the war I enlisted in the Coast Guard and served for several months in San Francisco as yeoman to the District Coast Guard Officer of the 12th Naval District, Captain Stanley V. Parker (since promoted to Rear Admiral), who, happily for me, combines the characteristics of inexhaustible patience and a high degree of executive ability.

In February of 1942, a period of national doldrums, I entered the Coast Guard Academy at New London, Connecticut, for the first Reserve Training class. I had visions of there coming a day

Lieutenant Harwood has been aide to Admiral Parker since the Admiral was made Captain of the Port of New York after having laid the framework for the Port Security Force in the Atlantic and Gulf area.

The papers on the desk are a part of his daily output.

his Aide

when I would be able to tell somebody else to take a letter, but I found myself still doing a great deal of yeoman work. Even during our cadet cruise, when all hands would be polishing bright work, chipping paint, or doing KP duty, I often found myself performing the functions of ship's writer. There was something incongruous about sitting at a typewriter while sailing along before the wind in a square-rigger. However, these duties did not interfere with my having to climb to the royal of the mainmast; and when the ship would heel over steeply and I looked down with a queasy feeling at the choppy water some hundred feet below, I would have welcomed another encounter with my salt-shot typewriter.

UPON receiving my commission I was sent to New York, where, since July of 1942, I have been acting as aide to Rear Admiral Stanley V. Parker, District Coast Guard Officer of the Third Naval District and Captain of the Port of New York. My duties as aide include very little of the romantic aspect which usually mistakenly attaches to the position in the public mind. An aide—I give you the Navy's definition in part—is "One whose duties are exclusively and strictly personal and of a routine character, as contrasted with general staff duty." I do not live in a highly rarefied atmosphere of social activity. My work is very inconspicuous, albeit interesting. It is war work; it is a job to be done. There are, of course, certain functions to which an aide accompanies his flag officer (a commodore or above, in the Navy; a general, in the Army or Marine Corps) such, for example, as reviews. Thus, during the past two and a half years I have met such people as Sir John Dill, Governor Dewey, Archbishop Spellman, Wendell Willkie, Mayor LaGuardia—one meets him everywhere; he is ubiquitous and always on hand ready with a speech—numerous ranking officers of the armed forces, theatrical people, and others. But this aspect of an aide's job, while of considerable interest, is of comparatively little importance. In the last analysis, it comes to this: how efficient a secretary are you?

THE business on the shoulder, what is that? I've been asked to explain. It goes by various names coined by naval personnel and more descriptive than delicate. One which I might mention with propriety is "loafer's loops" (don't believe it!). Technically it is an *aiguillette*, which designates the wearer as an aide. The one here shown is a full-dress aiguillette; the one ordinarily worn, I assure you, is a much more modest device. On Army and Marine Corps personnel one often sees a similar device called a *fourragère*, which indicates a unit citation. The aiguillette is gold; the fourragère is not.

The aiguillette is not unlike the "Hello" buttons one wears at the county fair; a fourragère is a citation for outstanding service in combat. I shan't carry that any further, but I might mention that I am often mistaken for an employee of the railroad or hotel or other establishment where I happen to be, and I am thus expected to take care of babies, outline a three-hour excursion through the Harlem River, and call taxi cabs. I always think of the sword of Damocles and that makes me feel better.

WHAT jobs I have had have been obtained not because I "knew someone," nor yet because I stand out from hundreds of capable young men—I do not—but simply because I had the secretarial background necessary for a particular job. This, then, is not to be twisted into a "success story," for I am still very much a "shadow's shadow"; but the point I make is that stenographic training has been the

link in a series of very interesting events which have occurred since I left business school.

I direct this, then, to the young men in high schools and in universities who, on graduation, have nothing more than a diploma to recommend them and to qualify them for promising positions. I state categorically from experience that the young fellow with competent stenographic ability and a good educational background need never be out of work. Many of our country's leading executives have used stenography as the springboard to their successful careers. Furthermore, it opens up innumerable intensely interesting new vistas of experience.

Take it from me, you young fellows who want to make good:

START NOW—WORK HARD!

Master shorthand and typing—the future will take care of itself!

Putting *You* Into Your Work

By A. C. MAUS

Office Manager, Beneficial Management Corporation, Newark, New Jersey

TOO often today the young lady entering the business world believes herself to be a sort of machine, for she has mastered her shorthand and typing, and therefore is equipped with the technical requirements for any position. But each of us is a personality—not a machine; and personality makes for fine business accomplishments. It is true that technical requirements are essential, but the personality requirements go hand in hand with them. *Personality is You.* Therefore, let's decide that from today on you will put *You* into your work.

LET us visualize you as about to depart for a new position in a large company. Those frightening interviews are behind you; and how happy you are to have rated the job. You were nervous as you met those several polished personnel executives; but now that you have won their approval, welcome confidence in yourself and shake off tiny fears. Remember, the office manager or personnel manager who has welcomed you at this firm is as anxious for you to do well as you are to prove your mettle.

Remember that everyone is human, from the Prexy to the office boy. Your interviewers are aware of the fact that you are well-trained and look like good secretarial material, but you may be surprised when, instead of being introduced immediately to your new boss, you are plopped behind a typewriter in the stenographic department. You say to yourself, "I want to be a secretary." But wait—in many of the large city concerns there is a stenographic department where major typing, Mimeographing, and Dictaphone jobs are accomplished. Here, centrally located, with varied daily jobs, you become acquainted with all phases of the business and the personnel. Remember that you could not possibly join the large concern and step into a secretarial position knowing nothing of the company and especially having had no experience.

So, in this training department, you gain what you need—experience. You taste office routine, rush jobs. Every memo and letter you have a hand in will tell you what someone high up is undertaking. One day you may be addressing envelopes, the next day you will be typing a large confidential account. No job is too menial for you—in fact, it's fun, and you're learning so much. Take an inventory of yourself frequently. How are you doing? Chat with your supervisor about it. No one will be happier than she to work with anyone so interested and willing to try. But do not be officious in your desire to get ahead.

Time is an important element, and patience goes with it. It will take time, of course, before there will be a secretarial position open for you, but when it is—there you are ready and rarin' to go. You know this company through and through, and more than likely you have a pretty good idea what this new boss is to be like. You deserve the opportunity which you now have to work for one man. You have your secretarial school to thank for a well-rounded basic schooling; your new company's stenographic department for those hours of experience and observation; and then—well, the rest is up to you.

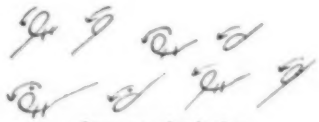
"REVERSING" AND "OMITTING"

A few words and a number of examples are given this month to clinch your understanding of these "economy" measures

By JANET KINLEY GREGG

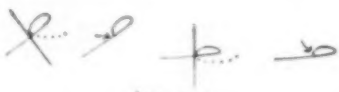
IN the first shorthand lesson we learn that the vowels are written in the outlines as they occur. This is one of the reasons why the system lends itself so well to the omission of various sounds not stressed in the spoken words. Very often, for example, the sound of *r* is scarcely heard and may be omitted entirely or indicated by what is known as the Reversing Principle. Even the Reversing Principle itself is little more than a plan for dropping from the outline the *r* that follows a circle vowel.

AT the beginning or end of a straight line, says the book, write the circle contrary to rule to indicate *r* following the vowel. In words like *dare, art, hard, dart*, this simply means dropping the *r*, for the circle is written as it would be if the *r* actually did follow.



dare, art, hard, dart

If, at the end of a straight stroke, the reversed circle is written just as though the pen were going on to write the *r*, the circle will always be well rounded and nicely joined, finishing at right angles to the straight stroke.



dare, mar

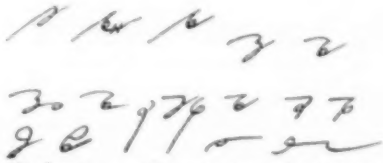
There will then be no confusion between the circle, which adds *r*, and the loop, which adds *rs*. Compare the two forms:

dare, dares; mar, mars

The Reversing Principle also applies to the circle between a horizontal and an upward stroke. Note from the following examples what a distinctive form this gives to the reversed *art, ard:*

cart, guard, girt, smart

IN expressing the *ser* sound (including *cer, sar*) and *ther, thir*, the *s* or the *th* may be written contrary to customary joining to express *r* before a straight stroke, and again it will be found that the forms will be written exactly as would be the case if the *r* were present in the outline. Compare:



deceit, desert; conceit, concert; consignee, concern; inset, insert; incision, insertion; asset, assert; siege, serge; theme, thermal

P and *b*, being the big brothers of the left-*s*, also allow the circle to be reversed to show a following *r* before a straight stroke; in effect, this again simply drops the *r* out of the outline. Compare:

bit, bird

After any other downward character a change in the outline *does* take place, since the circle is then written below the forward straight stroke:

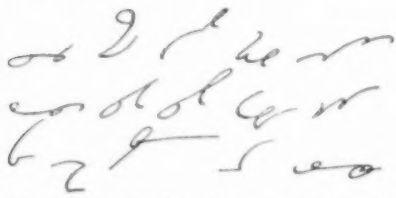
fertile, farm, virtue, shirt, chart, charm, journey

WORDS in which the Reversing Principle may be used have two very definite characteristics: they must have the combination *ar, er*, or *ir* in them; and they must have a

straight stroke joined to the *ar*, *er*, or *ir*. For practical purposes, the modifications of straight strokes are included in the principle so that the circle may be reversed before *ten-dem*, or before *ent-emt*.

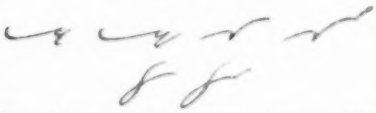
garden, burden, pardon, guarantee

FREQUENTLY *t* and *d*, like *r*, may be omitted from the shorthand outlines in certain combinations. *D* may be omitted in the body of a word before *m* or *v*, as in *admit*, *advent*, and both *t* and *d* may often be omitted at the end of words when slightly enunciated.



admit, advent; dentist, forest; conduct, elect; adopt, adapt; president, student; beyond, compound, diamond, intend, remind

In many words ending in *st*, the final *t* need not be written; but care and judgment are required to see that it is retained in words where its omission would leave the outline for another word.



loss, lost; contain, content; pattern, patent

THE writer benefits greatly, too, by dropping from phrases small connective words that would have to be replaced in transcription in order to make sense:

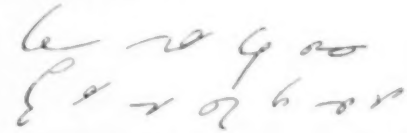
at a loss, one or two, day or two, more and more

and by omitting the vowel in the endings *tition, tation, dition, dation, mission, mation, nition, nation:*

dictation, condition, commission, illumination

Since the termination *shun* (*tion, sion*) has already been shortened to *sh*, the six letters of these endings (*tition, tation*, etc.) are reduced to two brief strokes in shorthand.

FOLLOWING the same plan, the Abbreviating Principle helps to reduce to a minimum the writing of many long words and some short ones.



brilliant-brilliance, gratitude, prejudice, unanimous, absolute, territory, institute, accomplish, poor, cure, stood

Thus, while we must take time to learn how to economize in our writing, such economies do make the writing task vastly simpler.

THERE are many ways in which you can make more easy for yourself the adjustment between school and office work. The most effective of these is to make every piece of work you do in school just as perfect as you possibly can, so that when you do start to work in an office, you will be used to doing things right the first time without having them sent back to you for correction. See that each transcript you turn in is the very best that you can make. Soon you will find that you need not shudder at the thought of "mailability." Your work will be *mailable* because you have trained yourself to make it so.

Mailability is not achieved by shorthand and typing skill alone. It calls for a knowledge of grammar (including paragraphing and punctuation); also spelling—including capitalization, syllabication, and compound words, some of which are written as one word, some as two, and some of which are hyphenated: *payday, pay roll, pay-off*.

SHOULD your employer be one who gives you letters to write without dictation, saying merely, "Write this man we can't do what he asks," or, "Tell this customer we'll take care of that adjustment," you will need not only a knowledge of words, but experience in putting them together effectively and tactfully. Your employer will seldom demand *less* than your teacher, and he may demand much more.

A sound understanding of grammar and

an extensive vocabulary help beyond belief in office work, while at the same time they help your shorthand and typewriting as well. When taking dictation it is almost impossible to carry a combination of strange or unfamiliar sounds in mind; and it is essential to carry in mind not only the sounds of one or two words, but often of a number of words. An unusual word, phrase, or even an unusual sentence construction can slow the best writer down. So learn to know words, their meanings, how to spell and how to use them.

Now, while you are in school, is the time to prepare yourself. Ten to fifty words can be written in the time it takes to consult the dictionary once. This is not to say that the dictionary should be avoided. Quite the contrary! It is far better to be sure you are right than to take the chance of making a mistake. But the point is, for a truly capable stenographer, the dictionary should not be needed very frequently in the office.

LAST month we mentioned that *carpenter* was our favorite outline. Since then a number of favorite outlines have been suggested, so this month we are presenting *as a matter of fact* as the favorite:

If you have a favorite, send it in! All suggestions are welcome. Let us have the outline that you like best to write or that you think presents the most artistic appearance.

Can You Spell These Right?

(Check with list on page 428)

"Finger" Exercise

By **BORIS RANDOLPH**

THE following "Finger" Exercise involves your mind more than your hands. Each word contains the letters FIN or GER as indicated and all you have to do is fill in the remaining letters according to the definitions. You get 2¼ points for each right answer and 10 additional points if you can finish the exercise in ten minutes.

(See page 428 for the Correct Answers)

DEFINITION	WORD REQUIRED
1. Last act	FIN---
2. Common flower	GER-----
3. Breathing hard	---FIN-
4. Underwear	---GER--
5. European country	FIN----
6. Microbes	GER--
7. A kind of cup cake	---FIN
8. Account book	---GER
9. Discoverer	FIN---
10. Man's name	GER---
11. An Arctic bay	---FIN
12. Wrath	--GER
13. Put up money	FIN----
14. Girl's name	GER----
15. Fairy-like	--FIN
16. Bet	--GER
17. The end	FIN--
18. Teutonic	GER---
19. Restricted	---FIN--
20. An operating room	---GER-
21. Small singing bird	FIN--
22. Microbe destroyer	GER------
23. Death-box	---FIN
24. Peril	---GER
25. Better	FIN--
26. Sprout	GER------
27. A tatterdemalion	-------FIN
28. Hard, uninteresting work	----GER-
29. A play in bridge	FIN----
30. Famous Indian chief	GER-----
31. Wax-like substance	-----FIN
32. A foreigner	-----GER
33. Ultimately	FIN----
34. Akin	GER----
35. Unending	--FIN---
36. Historic Pennsylvania town	GER-------
37. To complete	FIN---
38. Large bird of prey	GER------
39. Purifying plant	--FIN---
40. Ardent desire	--GER----

MAKE A GAME OF IT, BUT—

Don't forget your ultimate goal—accuracy and speed in both shorthand and typing—and get that practice done!

Says FLORENCE ELAINE ULRICH

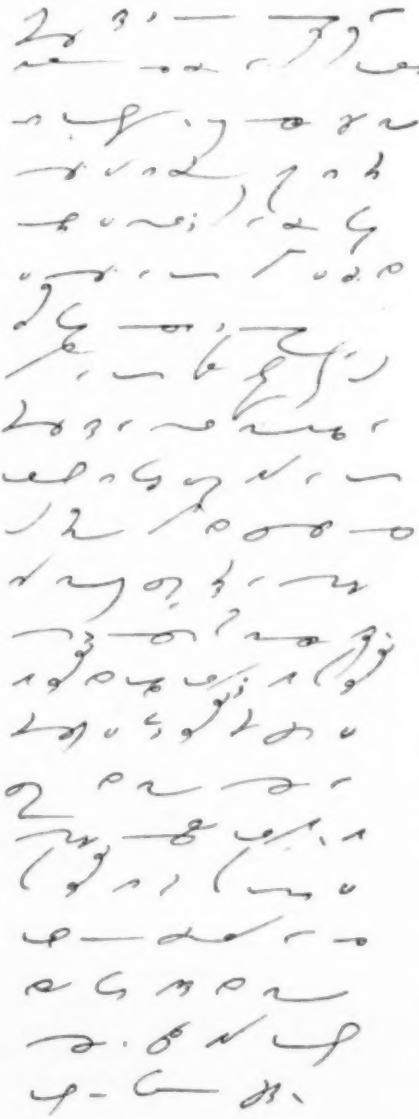
DAD took his young son to an incubator to watch the eggs hatch. "Isn't it wonderful, Son, how the little chicks get out of the shells?" he asked impressively. "Huh," responded the little lad, "I can understand their wanting to get out, but what I should like to know is how did they get in!"

It is wonderful how much some students get out of shorthand considering how little practice they put into it! But that wasn't what I was going to say. I do want to emphasize the vast amount of skill that can be developed in a short space of time if the student is earnest in his study and practice of shorthand and typing and has a goal toward which to work.

FOR instance, there are two clubs of tests on my desk as I write. One was submitted by Mrs. Mabel Edson, Herbert Hoover High School, San Diego, California, and constitutes the work of 156 students, of whom 126 were beginners with but seven weeks of shorthand writing practice, applying for the O. G. A. Membership Certificate. Over a hundred students qualified on that first attempt, and all of the students doubtless will have qualified by the time this goes to press.

Are Your Notes as Good as These?

Submitted by Clara Martin, Humboldt College, Minneapolis, Minnesota



Such fine group effort reveals what can be done with interested and enthusiastic students. Dolores Parker won the student Club prize—a Pearl-set O. G. A. pin—Mavis Kemp, Delores Robertson, and Ethel Steinhoff won Honorable Mention and, with it, the Gold O. G. A. Pin.

EVERY student in that class, as well as the teachers, school officials, and parents may well be proud of the results. They demonstrate conclusively what can be done when attention is focused early on good notes. And there is nothing more conducive to unhampered progress in building shorthand speed and transcription skill than a fluent, easy writing style. Notes that are fluently and accurately written are dependable also, and may be read instantly and effortlessly by any writer

of the system, regardless of when they were written. Such a style is required for membership in the Order of Gregg Artists.

THE second club of papers I mentioned provides evidence of what may be expected from the development of a good shorthand style. Miss Edyth M. Breen, teacher in West High School, Aurora, Illinois, submits a club of twenty 60-word Shorthand Speed Tests out of a class of twenty-seven students in Shorthand I. Miss Breen did not submit any papers having more than nine errors. Janice Almond and Joanne Knapp transcribed the test without error. Donna Reiland, Velma Rice, Lillian Barrigher, and Edith Tiffany made only one error each. The students meet for one hour daily, five days a week, and have a fair amount of homework. They read and write shorthand industriously for the full sixty-minute period.

THE shorthand notes of the tests are enclosed for your inspection," Miss Breen explained, "so that you may know that the students wrote according to principle and did not improvise. They wrote with ease and transcribed rapidly."

I wish it were possible to reproduce some of the notes. They are perfectly legible, and any student of the system can read them.

I wonder how many of my readers can boast of having qualified for the O. G. A. Membership and 60-word Certificates after one semester's instruction? It's an excellent record to pin up, and one that the editor of the hometown newspaper will probably be interested in hearing about.

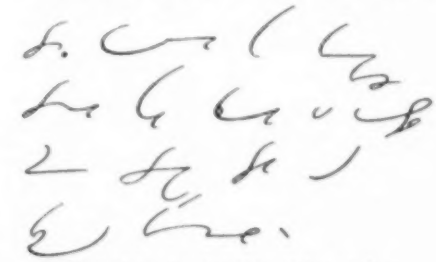
IF you do not now have the O. G. A. Membership Certificate, write the test and submit it this month. If your notes qualify, the certificate will be mailed to you. If your writing style is faulty, we will call attention to the specific faults found, in order that you may correct them.

You may not have given proper attention to proportion in length of strokes and size of circles. This one fault can seriously obstruct progress in developing transcription speed, because every time you encounter a poorly written outline you must pause long enough to make certain you are reading it correctly. So maintain proportion!

You may not now differentiate clearly between curves and straight lines. If not, focus your practice on this phase of your notes. And is your writing fluent? If not, what should you do about it?

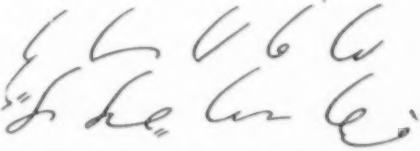
SOME of my readers are already in the shorthand speed-building classes. Don't be misled into thinking that at this stage of the game one can toss his shorthand textbooks to the winds. Not so. The development of any skill depends upon the fullest possible use of all the theory and skill-building technique one has been taught. A skilled shorthand writer will tell you that he reviews his textbooks well and often. He practices early and late. Swift writing depends upon a good style and a generous vocabulary. The sweep of a blend or a curve, the neat turn of a circle, or the dash of a straight line must be expertly controlled, and control comes of practice.

BEFORE beginning this article, I toyed with some penmanship drills. It was in fun, really, but I discovered that they were wonderfully helpful for precision practice, so I am passing two of them along to you.



Picking plums by pumpkin pickers brings peals of laughter from pampered pets and puzzled pygmies.

Like it? Here is another:



Rob's big bad boy brought back Beulah's broken bracelet.

How are the *b*'s measuring up in that one?

These are nonsensical, but the perfectionist will be alert to their possibilities in helping to acquire a practically perfect style, and they do add a bit of originality and fun to the work.

You can make quite a game of your shorthand penmanship practice and very pleasantly increase *(Continued on page 420)*

The GREGG WRITER ROLL of HONORABLE MENTION WINNERS

In addition to receiving the award, Honorable Mention is given in these columns to the students submitting the five best tests in each group during the previous month. This is a noteworthy honor for which every student should strive.

TYPEWRITING

O. A. T. Tests

JUNIOR O. A. T. TEST

Mildred Goebel, St. Anne's Academy, Fort Smith, Arkansas
Florence King, St. Mary's Academy, Champlain, New York
Audrey Olesen, Sidney High School, Sidney, Montana
Helen McGarry, Edgewood High School, Madison, Wisconsin
Pauline Garavaglia, St. Elizabeth High School, Detroit, Michigan

C. T. Progress Tests

30-WORD SPEED

Joan Allen, The Judge Memorial High School, Salt Lake City, Utah
Margie Shada, High School, Lexington, Nebraska
Beulah Roberts, Central Kitsap High School, Silverdale, Washington
Evadean Vaught, High School, Owensville, Indiana
Bernice Quick, High School, Dillon, South Carolina

40-WORD SPEED

Benita Wilcox, Iowa City Commercial College, Iowa City, Iowa
Ramona Mills, Holy Family School, Tulsa, Oklahoma
Rod Emswiler, Carter County High School, Ekalaka, Montana
Phyllis Jennings, High School, Cheyenne, Wyoming
Alice Turbay, Hartford High School, Hartford, Connecticut

Senior O. A. T. Test

Helen Fraser, High School, Caribo, Maine
Joan Dalka, Nativity High School, Detroit, Michigan
Sylvia Schultz, Private Secretarial School, Hannibal, Missouri
Therese Thibeault, Academie Sainte-Marie, Haileybury, Ontario, Canada
Judy Belford, Township High School, Marion, Illinois

Competent Typist Tests

50-WORD SPEED

Agnes Bridgeland, Bradley Polytechnic Institute, Peoria, Illinois (59 words, 0 errors)
Jo Ann Jennings, Sacred Heart Commercial School, Columbus, Ohio (59 words, 0 errors)
Lenore Wade, High School Bridgeport, Nebraska, (56 words, 1 error)
Martha Dostal, High School, Rittman, Ohio (54 words, 0 errors)
Phyllis Tribby, High School, Sturgis, South Dakota (53 words, 0 errors)

60-WORD SPEED

Georgia Beth Hasley, Sam Houston State Teachers College, Huntsville, Texas (66 words, 1 error)
Marian Hill, High School Corning, Iowa (66 words, 2 errors)
Shirley Carr, High School, Arlington, Massachusetts (66 words, 2 errors)
Shirley Ellers, High School, Sabula, Iowa (62 words, 0 errors)
Dorothy Barfknecht, High School, Hutchinson, Minnesota (62 words, 0 errors)

70-WORD SPEED

Bob Wilson, High School, Mount Ayr, Iowa (79 words, 0 errors)
Nenie Durrett, Crump Commerce College, Lexington, Kentucky (79 words, 3 errors)
Virginia Thompson, University High School, Iowa City, Iowa (79 words, 5 errors)
Rosalie Robison, Utley High School, Flint, Michigan (74 words, 2 errors)
Ruth Hawes, Interstate Business College, Fargo, North Dakota (73 words, 0 errors)

80-WORD SPEED

Fusae Masuhara, Galusha School of Business Training, Honolulu, Hawaii (80 words, 1 error)
Joanne Krueger, St. Joseph's School, Peru, Illinois (80 words, 2 errors)

Gregg Writer Typing Test

Lela Johnson, High School, Lyman, Wyoming (70 words, 1 errors)
Ralph B. Cutler, High School, McGregor, Minnesota (70 words, 2 errors)

SHORTHAND

O. G. A. Tests

JUNIOR O. G. A. TEST

Fernande Noel, High School, Windsor, Vermont
Gertrude Beaulieu, St. Louis Academy, Lowell, Massachusetts
Rosella Andresky, St. Nicholas High School, Wilkes-Barre, Pennsylvania
Norma Jean Charles, High School, Ashland, Kansas
Ruth Rudolph, Monroe High School, St. Paul, Minnesota

O.G.A. MEMBERSHIP TEST

Barbara J. Olmstead, University of Alaska, College, Alaska
Louisa Ramirez, High School, Westwood, California
Esther Kloke, High School, Columbus, Nebraska
Marie Paule Martel, Pensionnat Sec-Marie, Amos, Abitibi, Quebec, Canada
Phyllis Guthrie, High School, Greeley, Colorado

Junior Shorthand Speed Tests

60-WORD SPEED

William McManigel, Senior High School, Galion, Ohio
Helen Duffy, The Pittsfield Secretarial School, Pittsfield, Massachusetts
Marion Dolan, Township High School, Sullivan, Illinois
Muriel Orchard, St. Peter's School, Dartmouth, N. S.
Trudelle Causey, Mark Keppel High School, Alhambra, California

80-WORD SPEED

Angela Bauman, High School, Dollar Bay, Michigan
Alexandra Pappas, Roosevelt High School, Washington, D. C.
Evelyn Kuchenbecker, High School, Hudson, Ohio
Virginia Wright, High School, Hobbs, New Mexico
Lucille Hafertepe, St. John's High School, St. Louis, Missouri

Complete Theory

Margaret Brennan, Catholic High School, Williamstown, Pennsylvania
Nanna Autonsen, High School, Ketchikan, Alaska

Senior Shorthand Speed Tests

100-WORD SPEED

Bernice Hrabak, West Technical High School, Cleveland, Ohio
Adele Vollmer, University of Wisconsin, Milwaukee, Wisconsin
Beulah Lindsey, Francis Polytechnic High School, Los Angeles, California
Louise Smith, Business Preparatory School, Wichita, Kansas

120-WORD SPEED

Mary Jane Holston, High School, Orange, Massachusetts
Marie E. Haller, Dwight Morrow High School, Englewood, New Jersey
Bernice Hrabak, West Tech High School, Cleveland, Ohio

140-WORD SPEED

Ruth Bommersheim, Community High School, Pinckneyville, Illinois
Hedwig G. Taylor, Detroit Commercial College, Detroit, Michigan
Frances Bronson, Township High School, Centralia, Illinois

April Test Material

[All clubs of test papers should be accompanied by a typewritten list of names to expedite checking and insure accuracy in making out certificates. April copy is good as membership tests for O. A. T., C. T., and O. G. A. until May 15, 1945]

Senior O. A. T. Test

INSTRUCTIONS: Type a correct copy of this rough draft letter tabulation problem preferably on a letterhead. Insert name and address, today's date, your teacher's initials and your own as dictator and stenographer, respectively. Make any necessary corrections. Minimum office standard: satisfactory work on first writing in 30 minutes.

Dear Sir: Here are some facts about Savings Bank Life Insurance, told to you in ~~Right~~ statements and a tabulation of costs:

1. What is Savings Bank Life Insurnce? Savings Bank Life Ins. is legal reserve life insurance. It is written by many mutual savings banks.

2. ~~What~~ is it low-cost life insurance? Chiefly because selling costs are low. As in a cash-and-carry store, the purchaser comes to the bank to buy his insurance. Other reasons for low cost ~~are~~ are economical management and low expenses of operation. Policyholders benefit from these savings.

2. ~~What~~ are some of the ~~a~~ disadvantages of Savings Bank Life Insurance? ~~Insurance~~ Each life and endowment policy has a guaranteed cash surrender, paid-up, or extended term insurance value after premiums have been paid for a ~~period of~~ six months.
At any time after the premiums have been paid for the first year ~~have~~ been paid, a policy holder may obtain a loan on the policy.
Annual dividends begin at the end of the first year.
Low premiums may be paid yearly, twice yearly, quarterly, or monthly. If you have a savings account you may arrange to have premiums deducted from your account.

4. What safeguards protect Savings Bank Life Insuuance? Exactly the same as are required under the law for legal reserve life insurance companies operating in ~~[redacted]~~ the state.
The surplus fund held by the Life Insurance Dept. of the bank issuing the policy.

5. What types of policy may be bought?
All standard types of policy--straight life, limited payment life, endowment, and term.

6. How much of the insurance may be bought? ~~at one time?~~ policies
Persons 14½ to 65 years of age may obtain ~~policies~~ from $250 to $3000. Special policies with graduated benefits are ~~made~~ written for children of 6 months and over.

THE COST IS LOW -- $1000 Straight Life, for Instance at age 30

~~1st Year~~	Premium	Dividend	Net Payment	Cash Value
1st Year	$20.82	$2.54	18.28	10.49
2d Year	20.82	3.29	17.53	21.31
3d Year	20.82	3.89	16.93	32.45
4th Year	20.82	4.29	16.53	43.92

Visit the bank & fill in an application now. It is to your interest to do so. Cordially Yours, MANAGER

Competent Typist Test

Use double spacing in typing this test

(To find the gross number of words you write, divide gross number of strokes by 5; then deduct ten words for each error to get net words written. Divide this by 10 to determine the net words per minute. The number of strokes is indicated at the end of each line in order to facilitate counting the gross number of strokes written.)

	Strokes
Anyone who is aware of the fidelity with which I	50
wait upon and minister unto Pal will admit at once that	106
he owes me something. I feed him at least three square	162
meals a day, and not infrequently I bestow a little some-	218
thing upon him between meals. I wake him in the	267
morning. I put him to bed at night. I shake him for	321
his soul's health. If he is perverse I sit up nights with	380
him. I see to it that he shall not suffer from draughts.	439
Possibly you have now guessed that Pal is my furnace.	494
If you are one of those superior people who scorn	544
to attend to their own furnaces, you will find but a	597
meager interest in what is about to follow. A furnace,	653
or other form of central heater, is not one of the things	711
that even a multi-millionaire can always take for	761
granted. Emergencies do occur, you know, requiring	813
one to lay aside the elegancies and descend to the cellar.	873
For myself, I am without false pride. I confess to	925
being the family's furnace man. I run it myself, mainly,	983
and if any fuel administrator is the sensible man I take	1040
him for, he also runs his. This is practical coal conser-	1097
vation. The ablest and most conscientious janitor that	1153
ever was cannot be so economical of coal as the man	1205
who has to pay for it. Why should he be? But with the	1261
owner it is different. If he has a bin full of coal he is	1320
uncommonly anxious that it shall be spread out to en-	1372
dure even unto the ides of April. If he has a bin that is	1431
almost empty on the day the ground hog is supposed to	1485
appear, he wants to get the most he can out of that last	1542
quarter of a ton; for in these days none of us know	1594

Strokes

where the next ton is coming from. The janitor, as far 1650
as I know the breed, is not seriously concerned for the 1706
morrow wherewithal the family shall be warmed. He has 1761
a faith that should move mountains, and assumes that 1814
in some way or other we shall be provided for. His im- 1868
mediate concern is to burn coal, not to save it. He de- 1923
sires only that the house above shall be kept warm. You 1980
perceive that I am speaking now of the fireman in a 2032
private house, only. They tell me the janitors in apart- 2088
ment houses are different and are the best little coal 2143
savers on earth. 2161

Years ago I had a fireman, who said he was an en- 2209
gineer. The first night he ran the thermometer in the 2264
house up to 96 degrees, and in the morning the fire was 2320
out. The second night he only got us up to 94 degrees 2375
—and the fire went out again. Thereupon I fired the 2429
fireman and fired the furnace myself. I have done so 2483
ever since. It is all that has saved me from bank- 2533
ruptcy. 2542

I sometimes sneak down between courses at dinner, 2592
even when we have guests. I have a faint hope that I 2646
can lay a few lumps of coal silently on the fire and es- 2701
cape detection, but invariably the first lump I touch dis- 2758
lodges a perfect avalanche of coal, which rumbles and 2811
roars for thirty seconds by the watch. I might as well 2867
be hung for a sheep as a lamb, so I grasp a shovel and 2922
cast a full meal of coals into the gaping jaws. This I 2978
think qualifies me, not as a social pet, but as one who 3034
knows something about heating a house. If you are not 3089
above doing the same, we are friends and I am proud to 3144
know you. Otherwise you can cut me dead if you like; 3198
but I must go on firing that furnace till either I die or 3256
become so lame that I can't get down there to do it. 3308

—*From "Detours," by Philip S. Marden.*

[*Repeat from the beginning until end of the ten-minute test period.*]

Junior O. A. T. Test

INSTRUCTIONS: Type the following copy, single spaced. Put heading in all caps. Be sure you type evenly and turn in a neat job.

THE VALUE OF CONVENTIONS Now as to typewriting: It is not so very long ago that there was absolutely no real method employed in the teaching of typewriting. The student was seated at the machine, and the operation of the space bar and the shift key was explained to him.

Even at that time, there were a few touch operators, such as Mr. Frank McGurrin and his brother, Charles H. McGurrin, who gave demonstrations not only in this country but all over the world. These phenomenal writers, who could use the machine without looking at the keys, were able to write at the marvelous speed of 150 words a minute on the sentence, "Now is the time for all good men to come to the aid of the party," and, what is still more marvelous, they did not have more than three or four errors in each line!

However, some were utterly skeptical on the subject until Mr. Van Sant, one of the teachers who believed it could be done, came to a national teachers' convention and brought with him some of his regular students who wrote by touch for several minutes at the rate of fifty or sixty words a minute. As a result of that demonstration, touch typewriting swept all over the country.

Since that time, I have always thought that the spread of touch typewriting, initiated by that demonstration, was the finest illustration that could be given of the value of conventions. It raised the teaching of typewriting to a new plane, to a scientific plane, and it is impossible to estimate the amount of good that was accomplished in consequence.—*Adapted from a speech of Dr. John Robert Gregg.*

Make a Game of It!

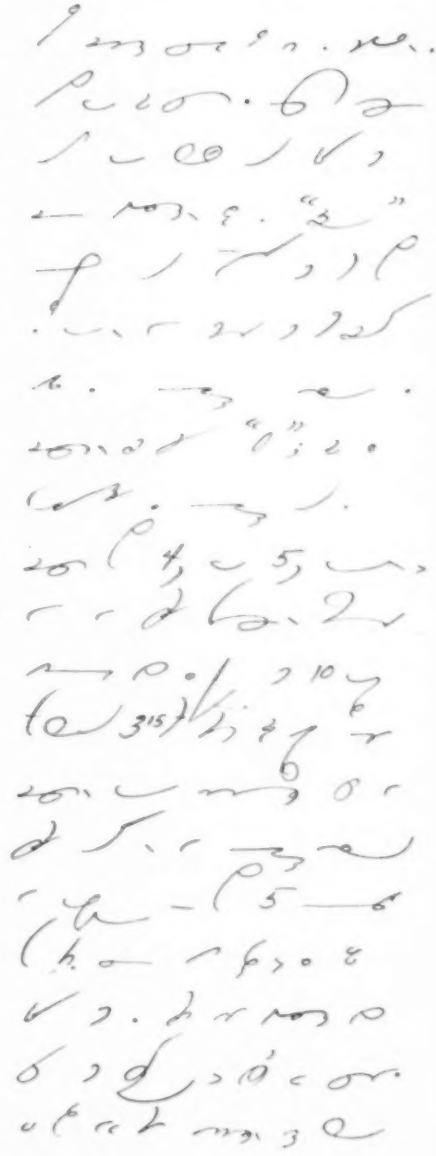
(Concluded from page 415)

your writing speed and transcription skill. Some students have used the incentive of corresponding in shorthand with "pen pals." The important thing is to get the practice done.

Don't forget to practice the O. G. A. Membership Test now, and submit your copy this month. Good luck!

Junior O. G. A. Test

Why Ten Rupees Changed Hands



O. G. A. Membership Test

Let's Couple Speed with Thoroughness

Junior or Senior?

When submitting the Competent Typist 30- and 40-word tests, Junior O. A. T., Junior O. G. A., and 60- and 80-word Shorthand Speed Tests, will teachers please indicate on the application blanks whether these students are Juniors (in first-year of shorthand or typing course in high school or college, or with fewer than five months' instruction in a private school) or Seniors (students who have had *more than* one year's instruction in a high school or college, or more than five months in a private school).

This information is required of applicants for those awards if they are to be eligible for consideration for Honorable Mention rating in these columns.

'Tention!

We are calling attention to the fact that Competent Typist Tests must be accompanied by the timer's affidavit. Only one such affidavit is required for a club of tests, however.

Applications for typewriting speed awards that are not accompanied by the timer's affidavit must be rejected.

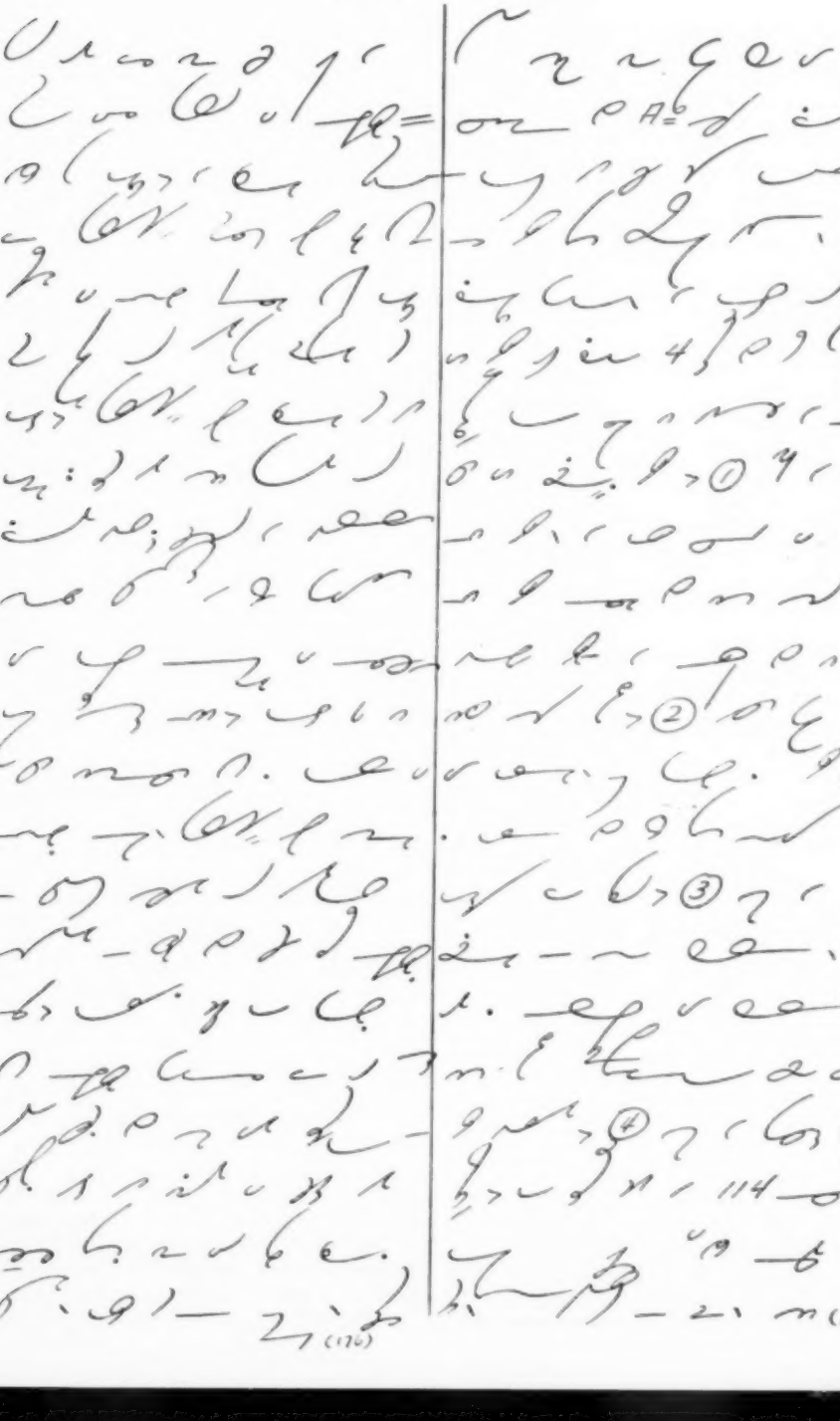
REMEMBER, too, that no erasures are to be allowed on the O. A. T. Tests, unless we specify in the instructions that a neat erasure will be accepted. While the O. A. T. tests ought to be timed by the teacher in order to determine students' production skill, the completion of the test in a specified time is not a requirement for the certificate.

For instance, we supply the minimum standard on Senior O. A. T. Tests (30 minutes on the first writing this month) and teachers and students should strive to do as well or better on the test; but, if the first writing does *not* qualify (by reason of having errors, strikeovers, or erasures), it should not be submitted for an award. The test may be repeated until a satisfactory copy is secured for submission. Then make an effort to better the performance on the next month's test.

Each club containing ten or more O. A. T. tests qualifying for the certificates is eligible for a club prize. This special award is made to the student typing the best paper in the club from the standpoint of both appearance of copy and time required to produce it. Try for it!

Transcription Speed Practice

(342 Standard Words)



THE COST OF THE MINUTES

Why the cost and labor of making the court record is divided between the State, the litigant, and the reporter taking the case

By CHARLES LEE SWEM
Official Shorthand Reporter, New York Supreme Court

BECAUSE reporters as a profession, reacting to the "silent man" tradition that surrounds their work, do not talk too freely about their duties, their responsibilities, and especially about their incomes, there exists considerable misunderstanding of the economic status of the reporter within the courts. The general public has no notion of the subject at all, and even lawyers, who deal daily with the official reporter, are sometimes puzzled by the seeming paradox of his being paid a salary by the state or the municipality as an official of the court, and at the same time being a purveyor of his transcript, at an additional price, to the lawyer or the client. Most lawyers accept the matter as simply the *status quo*, but others resent having to pay for a transcript provided by a paid official of the court, feeling that the reporter is paid sufficiently by the state or the municipality for both the taking and the transcribing of his notes, or that if he isn't, he should be.

VERY few lawyers, or others, comprehend the intensely practical and compelling theory upon which the official system of reporting in the courts is founded, or why the compensation of the reporter comes to him in the divided manner that it does. That theory is no mere chance arrangement or haphazard development. It was adopted as a salutary principle of compensation, almost with the appointment of the first official reporter in an American court. And it was adopted, not for the benefit of the reporter, but principally in the interest of the state, and of the economical and practical adminstration of the courts themselves.

By all precedent, a state official would, in ordinary circumstances, be paid a straight salary for his services, without additional emolument, in the same manner as the judge of the court, or the clerk or the bailiff is paid. But when it came to compensating the reporter, the various states, as they adopted the official reporting system, all apparently reached the same conclusion: that to compensate the reporter wholly by straight salary would be uneconomical to the state and might interfere with the practical administration of the courts. Indeed, although the compensation of the reporter is of itself a trivial matter, it is doubtful if the method of paying the official reporter could be changed from what it is without affecting more or less seriously our present judicial system, involving the relationship of the courts of original jurisdiction to the appellate courts; to say nothing of bankrupting the state or municipal treasury.

WHEN the state or municipal authorities first decided that, in the interest of the administration of justice and the protection of the citizen, it was desirable to have made a verbatim record of court proceedings, they necessarily provided this protection for the benefit of all litigants. To the rich and the poor, the deserving and the undeserving, they made available a detailed record of all that occurred during the trial of a court case. This they accomplished by the simple and comparatively inexpensive procedure of hiring a reporter for each court and paying him for his attendance in court and the recording by him in shorthand of the trials and the essential proceedings of the court.

That far and no further the authorities went in their duty to the citizen and taxpayer. In their wisdom, they never contemplated the incurring of additional expense to the state for the transcribing and rendering into printed form the daily record of the reporter, amounting, in any active court, to thousands and thousands of pages yearly. To have done so at the expense of the state or municipality would have led to two obvious evils: (1) furnishing to every litigant who felt himself aggrieved an expensive record for appeal purposes; and (2) clogging the calendars

of the appellate courts with a deluge of cases wholly without merit, presented for appeal only because the record was provided at state or municipal expense.

ENTIRELY apart from the expense involved, a change in the present method of compensating the reporter, by which the state or the municipality would accept the responsibility of providing a transcript of the court proceedings to the defeated litigant without charge, might well lead to revolutionary changes in the administrative structure of the courts themselves. The present system, by which the cost of the minutes is divided, with the litigant himself shouldering a portion of the expense, serves as a salutary check upon futile and undeserving litigation in the appellate courts. Indeed, if every litigant were encouraged, by the removal of all obstacles of expense, to take his case to the higher court regardless of merit, there would be little if any need for the existence of the lower courts; the higher courts, with their full bench of justices, might just as well hear and determine every issue, whether large or small, in the first instance.

While, of course, the expense of the reporter's record is not the sole check that operates to determine whether or not an issue shall be taken to the higher courts for appeal, yet the removal of such a useful curb would unquestionably tend to minimize the importance of the lower courts and overburden the appellate courts with labors for which they are not designed or administratively suited.

Courts, like other institutions, however vital to the public welfare they may be, must be established and run on some economic principle. Appellate courts, where three, five, or seven judges customarily sit upon each issue to be determined, are highly expensive to the state, much more so than the lower courts of original jurisdiction, where but one judge sits. Obviously, the divisions of authority and of jurisdiction within our judicial structure have been dictated in part by economic considerations—considerations affecting both the citizen and the state.

TIME and experience have demonstrated that the system of compensation to the reporter, as originally adopted and in effect today, was the wisest and most economical one that could have been devised. That it was not adopted for the particular benefit of the reporter himself is evident. If it accrues to his benefit, it is only by reason of overtime labors on his part, for the state pays him a salary commensurate only with his labors of making a full and accurate record of the daily court proceedings, from the moment court convenes in the morning until it recesses at night. The state then places upon him the burden of supplying the minutes to litigants on his own time, making it mandatory that he must do so in all cases where the minutes are required, and limiting by statute the amount that he may charge. In some jurisdictions, where the transcribing obligations are large, and the rates that he may charge are fair or liberal, this divided method of compensation redounds to the financial benefit of the reporter. In other jurisdictions, the opportunity for further compensation is negligible; or, in still others, because of inadequate transcript rates provided by statute, the additional obligation may be a very onerous one for the reporter. But, beneficial or otherwise, it is always at the expense of his own time and energy—and sometimes of health.

THE only comparable example of the straight salary system of official reporting is that which exists in the House of Representatives and the Senate of the United States. The kind or caliber of reporting that is done in these two distinguished bodies does not differ materially from the kind and caliber of reporting that is daily performed in the higher courts of most of the states. The type of skill and ability required of the reporter in either instance is identical. The fact that there are 435 persons eligible to speak on the floor of the House, for instance, is not important as a reporting factor. The theory of both parliamentary and judicial procedure is that but one speaker speaks at a time; and that theory, as a practice, is transgressed no more often in Congress than in a trial court. Also, the fact that great public questions are debated in the Congress makes the reporting of them not one whit more important or difficult to the reporter than the reporting of a murder trial with a man's life at stake, or the reporting of the trial of a large economic issue, the stenographic record of which may go to the higher courts on appeal to test the validity of the laws enacted by the Congress itself.

IN contrast to the system of one re-

From a Reporter's Notebook

Notes by LEON F. MILLER
Chief Official Reporter, County Courts, Harrisburg, Pennsylvania

porter for each court, which is in vogue throughout the states, the following is a typical yearly appropriation for the fixed corps that reports the daily proceedings of the House of Representatives:

6 Official Reporters at	$7500 yearly each
6 Expert Typists at	$2000 yearly each
1 Clerk at	$4000 yearly
1 Assistant Clerk at	$2000 yearly

(Plus expenses of Dictaphone equipment and maintenance, supplies, etc.)

This represents an amount in excess of $63,000 for the reporting of one single body—the actual reporting equivalent of one single court. The six reporters provided for in this appropriation work all at one time, on a shift arrangement—what is known as a six-man relay. Out of every hour of the working day, each reporter takes notes for ten minutes and has fifty minutes in which to transcribe his notes before returning to the floor of the House again for his next shift of note-taking.

THIS system is one where the minutes are always transcribed, for which the Government pays, in contrast to the method wherein the state or the municipality pays a single reporter for recording the proceedings, and then shifts the rest of the burden—that of transcribing the record where it is required—equally upon the reporter and the litigant. The litigant, if he desires the protection or the luxury of an appeal, must pay for the rendering into type of the reporter's notes. The reporter, if he is to earn that which is paid him by the litigant, must perform this additional labor and provide also for the labor of the typist—on his own time and at his own expense.

As between the two systems—the straight-salary system, as represented in the House of Representatives, and the salary-plus-fee system, as exemplified in practically every state court which employs *official* reporters—there is no comparison, economically. No state in the Union could afford to burden its taxpayers with the cost of a straight-salary system for reporting and transcribing the minutes of its multiplicity of courts. Nor is it necessary or even desirable. The average court need is for the much more flexible system that exists in the present one-court-one-reporter method, by which a daily typed record may be secured, when required (by the simple device of the reporter's hiring more help, at his own expense, for the occasion); and when that is not necessary, the single reporter is the simple *recorder* of testimony, with no immediate demand for transcription—all minus the tremendous burden to the state and the taxpayer of the large fixed corps of reporters necessarily characteristic of the straight-salary system.

Transcription of Notes of Leon F. Miller

(Shorthand on page 425)

A. —and I went together.
Q. You and Mr. Trout went up together?
A. Yes, sir.
Q. But it wasn't very long, as you remember it, before Mr. Davis came back?
A. No, it wasn't long.

MR. STOREY: Just a minute, please. That's all, thank you, Mr. Long.

MR. HURWITZ: Mr. Troup.

J. C. TROUP, recalled, was examined as follows:

DIRECT EXAMINATION
BY MR. HURWITZ:

Q. You have also been sworn by the plaintiff in this case?
A. Yes, sir.
Q. What is your name?
A. Troup, J. C.
Q. How old are you, Mr. Troup?
A. Sixty-four.
Q. Where do you reside?
A. Millerstown, R. D. 2.
Q. What is your present occupation?
A. Well, I'm farming at the present time.
Q. And what is your trade?
A. Carpenter.
Q. And how long have you been a carpenter?
A. Oh, a little over forty-eight years.
Q. Now, Mr. Troup, where were you employed in September of 1941?
A. Indiantown Gap.
Q. Doing what?
A. Carpentering.
Q. Where were you rooming and boarding?
A. At Mr. Rehrer's boarding-house.—
Q. Is that the defendant in this case?
A. —Manada Gap. Yes, sir.
Q. Mr. Troup, do you recall the evening that Mrs Davis had an accident?
A. Yes, sir.

◆ ◆ ◆

COURAGE, the highest gift, that scorns to bend
To mean devices for a sordid end.
Courage—an independent spark from heaven's bright throne,
By which the soul stands raised, triumphant, high, alone.
Great in itself, not praises of the crowd
Above all vice, it stoops not to be proud.
Courage, the mighty attribute of powers above,
By which those great in war are great in love.
The spring of all brave acts is seated here,
As falsehoods draw their sordid birth from fear.—*Farquhar*

WHO'S WHO IN SHORTHAND SPEED

News from Illinois and Utah

By EXAMINER A. A. BOWLE

Lucille Hallam

Dorothy R. Soulé

"DATING back to my first lesson in shorthand, I have loved the study. Throughout my study and my teaching I was interested in the winners of the Diamond Medal, though I made no plans for joining their ranks. However, as I taught, I found myself trying to interest promising students in court reporting.

"Though no student was sufficiently impressed to go on to the 200 mark, the teacher *was*, and so I became the victim of my own sales talk, and I enrolled at Gregg College, where I have received real grooming for the reporting field.

"The longer I study shorthand and the more skill I achieve, the more limitless the scope becomes. I am firmly convinced that Miss Evans is right when she says alertness is the key."

Thus spoke Miss Lucille Hallam, of Spanish Fork, Utah, when interviewed after having won the Gregg Diamond Medal. Evidently she was a promising student in the high school in that town, for she qualified with a very high degree of accuracy on the 120-word test, under the able instruction of Mrs. Grace P. Kreuger.

Miss Hallam then attended Brigham Young University, majoring in English for her A.B. degree, and in the shorthand field she reached the 140-words-a-minute speed and won the gold pin. Her training has been all-round, for Miss Hallam has held various secretarial positions as well as having taught shorthand and typewriting at Spanish Fork High School and also at the Dine Junior College at St. George, Utah.

Incidentally, she types an easy 90 wpm, and that must be a help in knocking out her transcripts if she does her own typing these days down in Atlanta, Georgia, where she is working with Walter Brandenberg!

MISS Dorothy R. Soulé, who resides in Chicago, has also won the Gregg Diamond Medal which is awarded to those who are able to take dictation at the rate of 200 words a minute for five minutes and transcribe it correctly. That latter, of course, is a requirement. I have heard of folks being able to *write* at phenomenal speeds; but the trick is to be able to read it!

There seems to be a keen interest in shorthand speed nowadays; I have had a number of calls for information on the subject from students, reporters, teachers, and even from that famous radio personality who answers all questions put to him—The Answer Man—who delves deeply into the record to be sure of his answer. This answer is reflected in the classroom, where there seems to be a growing interest in reaching the top of the profession. "Where can I compete in a contest?" they write me. Then I have to tell them that there are very few contests in shorthand throughout the country in which they would be eligible to compete; and I suggest, as an

alternative, the Gregg Transcription Tests that range up to 200 from 60 words a minute.

Miss Soulé for instance, was interested from the word "go," and while in high school in Ludington, Michigan, under the guidance of Mr. Gail G. Owen, she attained a speed of 150 words a minute. Then came the urge to do more, and Gregg College got a good student. Miss Soulé held several secretarial positions prior to being called to the Navy Department, Bureau of Yards & Docks in Chicago. Evidently she is kept very busy there, doing her bit for Uncle Sam, for we get no more letters from her! We hope that she has time for some relaxation, for she enjoys music and, in proper season, swimming, bicycle riding, ice-skating, and roller-skating.

Did You Spell Them Right?

IN one of our exchanges, we found the words given in shorthand on page 413 as a spelling test. Did you find yourself driven to the dictionary to be sure of the spelling of any of them?

necessary, accomplishments, administration, accordance, committee, appreciation, sufficient, addressed, annual, envelope, unique, different, experience, invitation, introductory, up-to-date, happenings perspective, priorities, inimitable, colorful, convenient, enthusiastic, coupon, explanation, virtually, disability, initial, received, particular, manufacturer, division, replacement, European, disappoint, assuring, modernize, circumstances, compliments, material, informative, factual, appraise, timing, reconversion, civilian, companies, financial, almost, rehabilitation

Answers to "Finger" Exercise

(See page 413)

1. FINale
2. GERanium
3. pufFINg
4. linGERie
5. FINland
6. GERms
7. mufFIN
8. ledGER
9. FINder
10. GERald or GERard
11. BafFIN
12. anGER
13. FINance
14. GERtrude
15. elFIN
16. waGER
17. FINis
18. GERman
19. conFINed
20. surGERy
21. FINch
22. GERmicide
23. cofFIN
24. danGER
25. FINer
26. GERminate
27. ragamufFIN
28. drudGERy
29. FINesse
30. GERonimo
31. parafFIN
32. stranGER
33. FINally
34. GERmane
35. inFINite
36. GERmantown
37. FINish
38. GERfalcon
39. reFINery
40. eaGERness

Information Desk

Don't you often have questions to ask about the work of secretaries, stenographers, typists, or shorthand reporters? Why not send them to Information Desk, The Gregg Writer, 270 Madison Avenue, New York 16, N. Y. A letter is not necessary, a postal card will do.

1. I work for a social welfare agency where social workers often dictate case narratives for several hours with no break. Some of the workers seem to be able to dictate well, while others seem very poor at this particular thing. The stenographers in the office say that a half day of dictation from such workers puts an unusual strain on them. Can you help us?—*H. A. G.*

We know of no book dealing specifically with the problems of the dictator. We are, however, glad to make the following suggestions, which will help to relieve the strain that the stenographers mention:

1. The position of the stenographer in taking dictation is most important. She should sit facing the dictator, preferably with her notebook on the opposite side of the dictator's desk, not with her book resting on the desk slide or her own lap.

2. Dictation periods should not be longer than 30 minutes of continuous dictation at one time without at least a five-minute interval of rest for both dictator and stenographer.

3. The dictator should dictate meaningfully (not in a monotonous, uninflected tone of voice) and at a uniform pace.

4. Perhaps most important of all, the dictator should organize the dictation before starting to dictate. This includes gathering data that may be required, arranging material in logical sequence, and doing any verifying or checking beforehand. This plan will help prevent the necessity of changing dictated notes, adding to or deleting from the material, waiting for changes, and other confusing and time-consuming operations.

2. Sometimes I do not seem to know whether to say "I were" or "I was." Will you clarify this for me.—*G. E. McG.*

The chief use of "I were" is to express a condition that is contrary to fact, as:

If I were older, I would do so and so

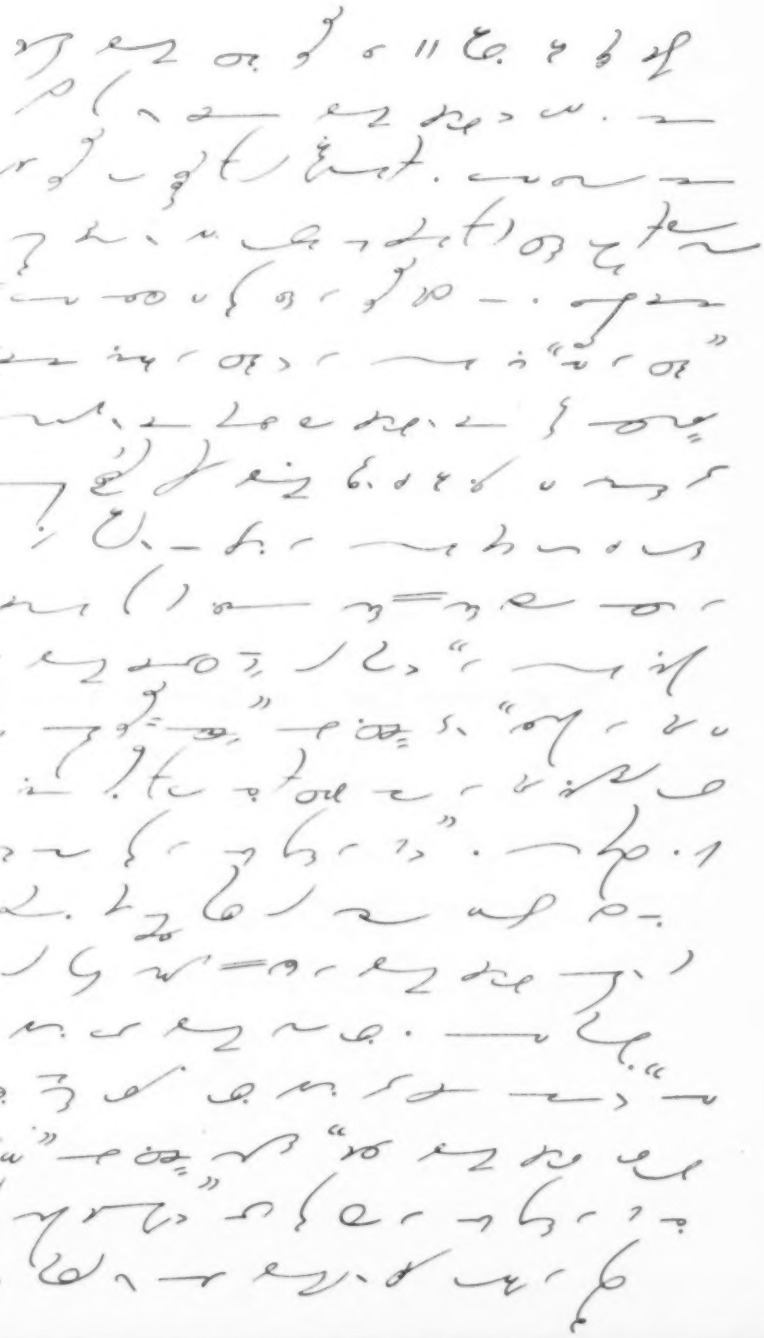
or to express a wish, as:

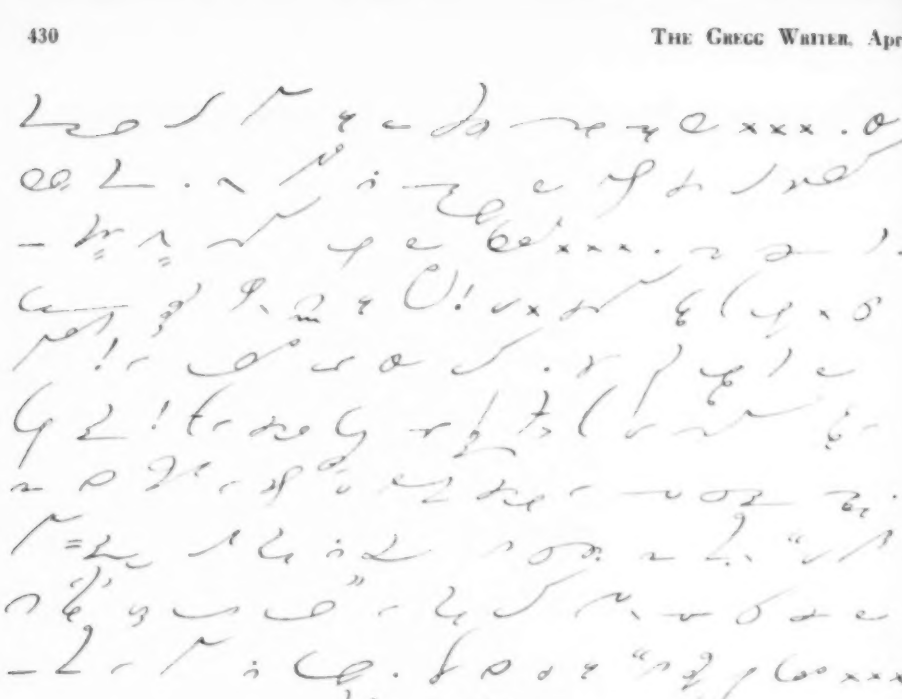
I wish I were going away for Christmas.

In both cases, however, it would be quite correct to say "I was."

Telephone Secretaries

By RUTH MacKAY
In the *Chicago Daily Tribune's* "White Collar Girl" column





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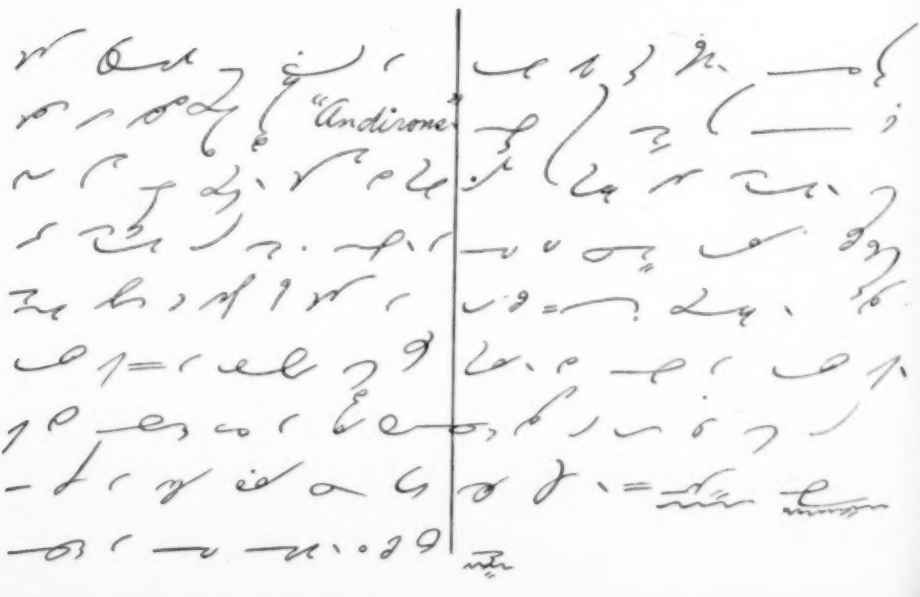
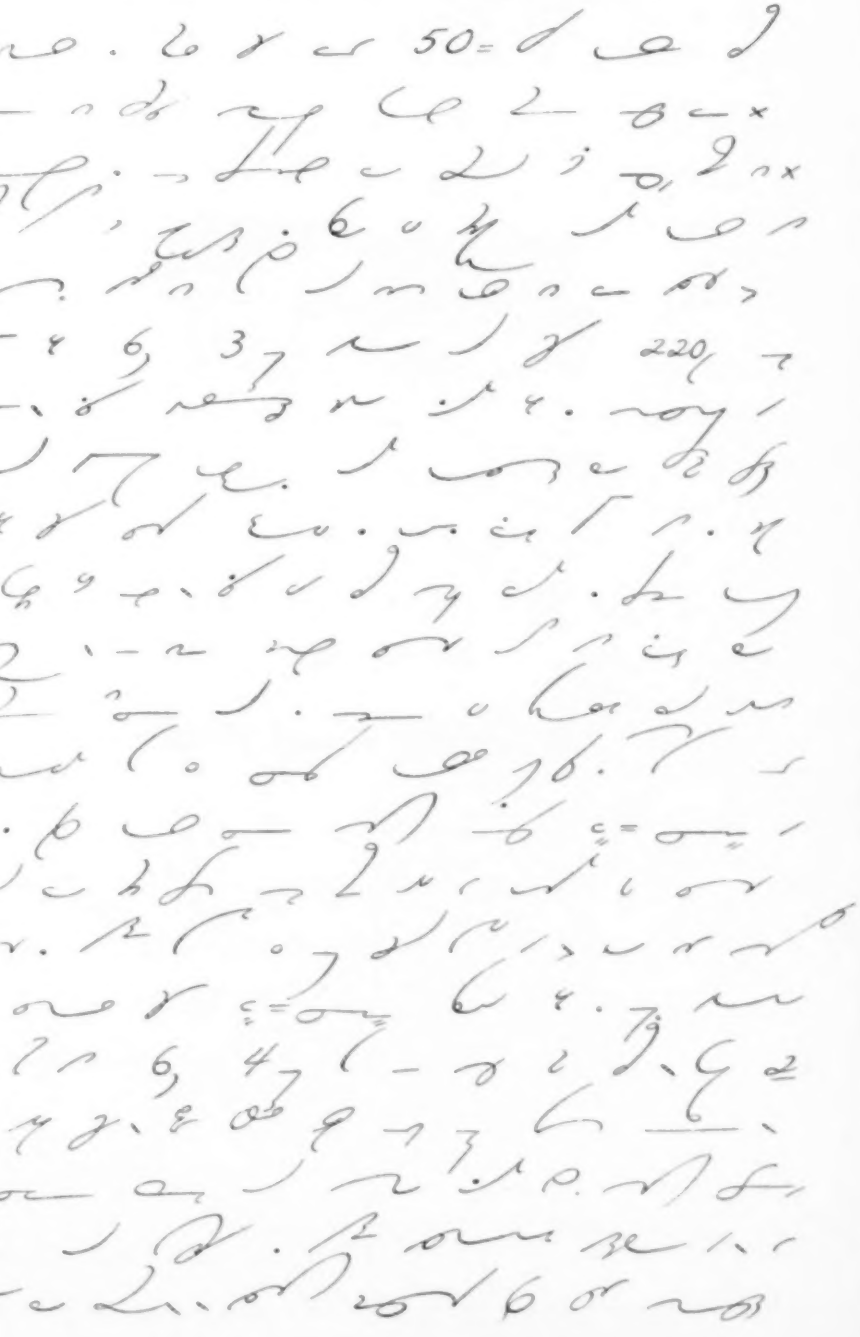
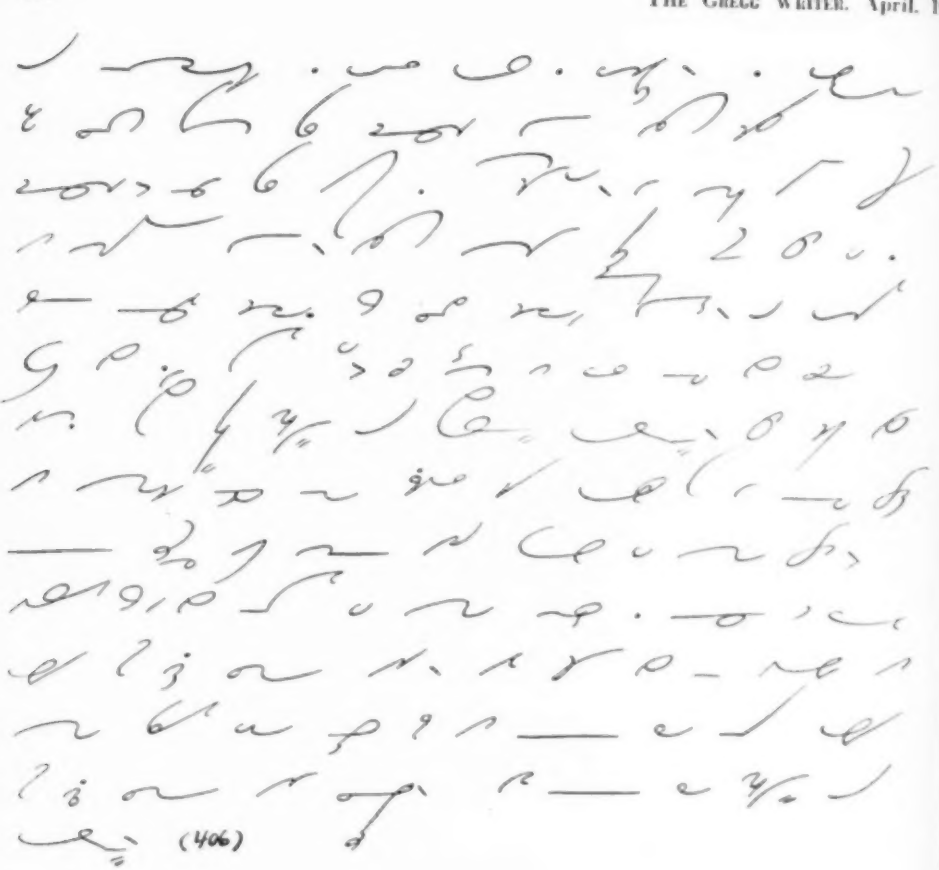
Develop the Confident Touch



All-Time All-Americans

From the "K. V. P. Philosopher"
Published by Kalamazoo Vegetable Parchment Company





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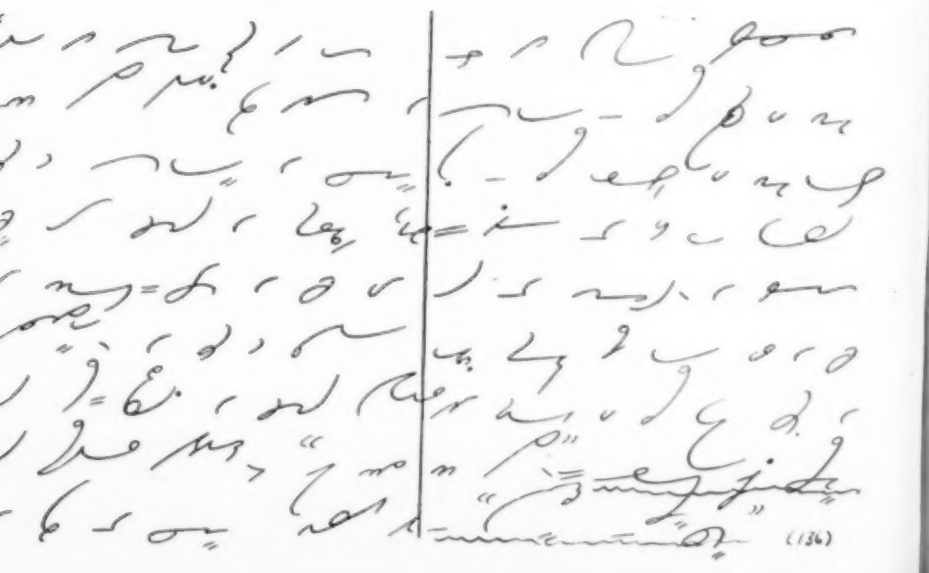
Dynamic Good Will



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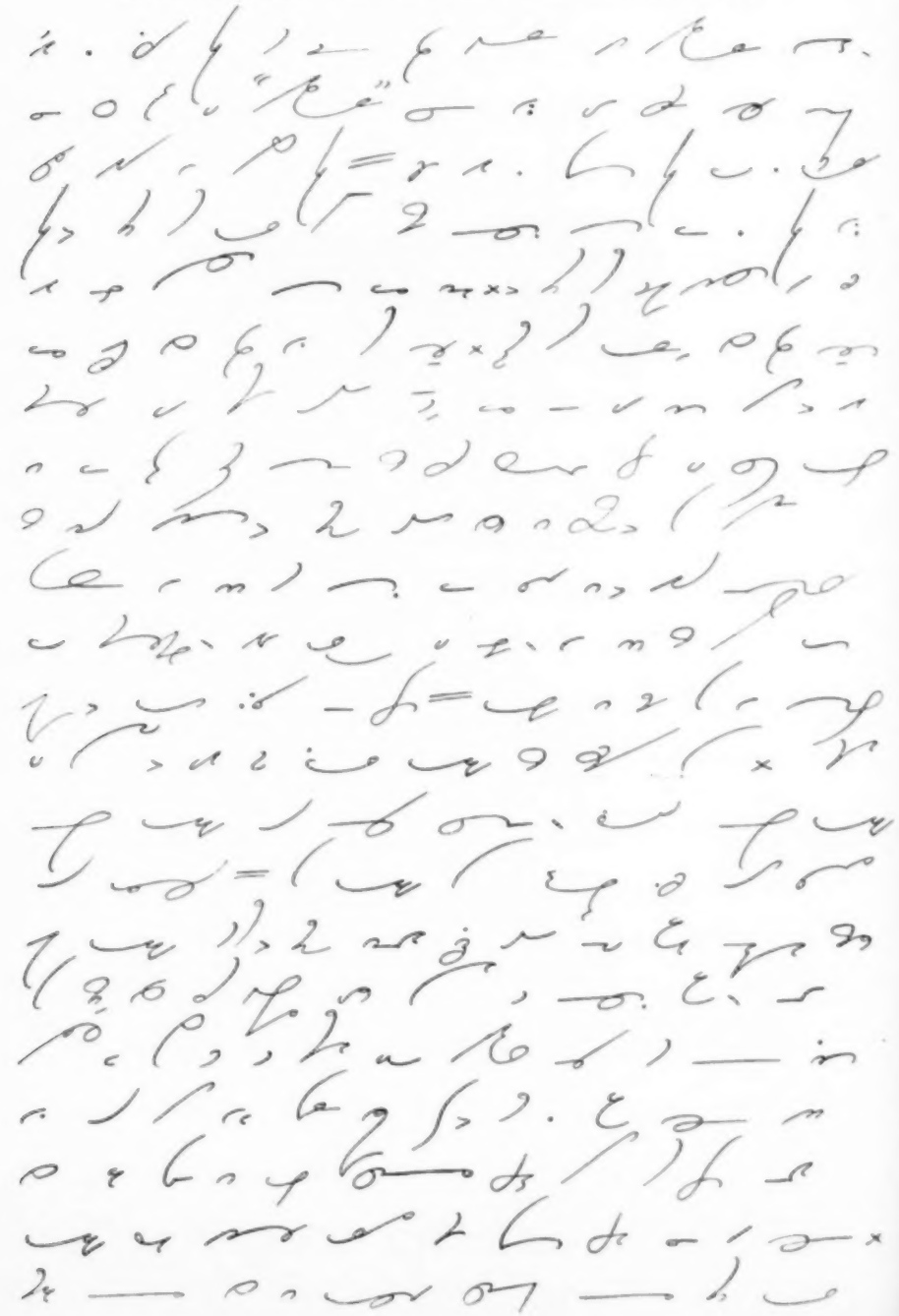
Profit in the Weather

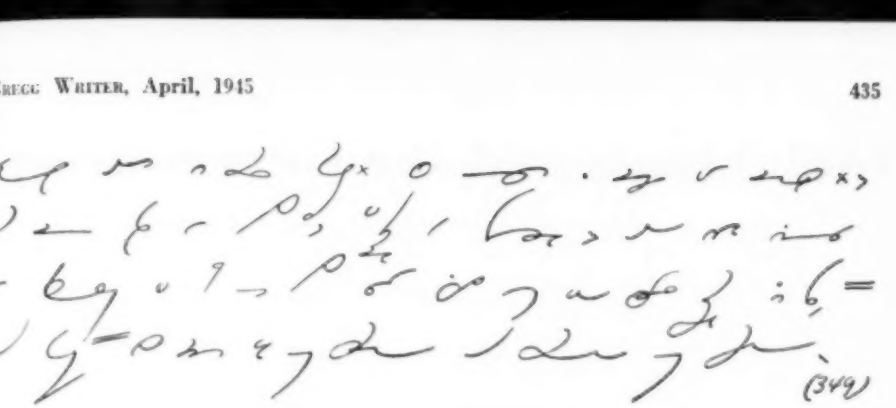
From "Advertising and Selling"

(328)

The Courageous Attitude

By LEONARD HICKS
as condensed from "Provident Notes" in the "Advertiser's Digest"





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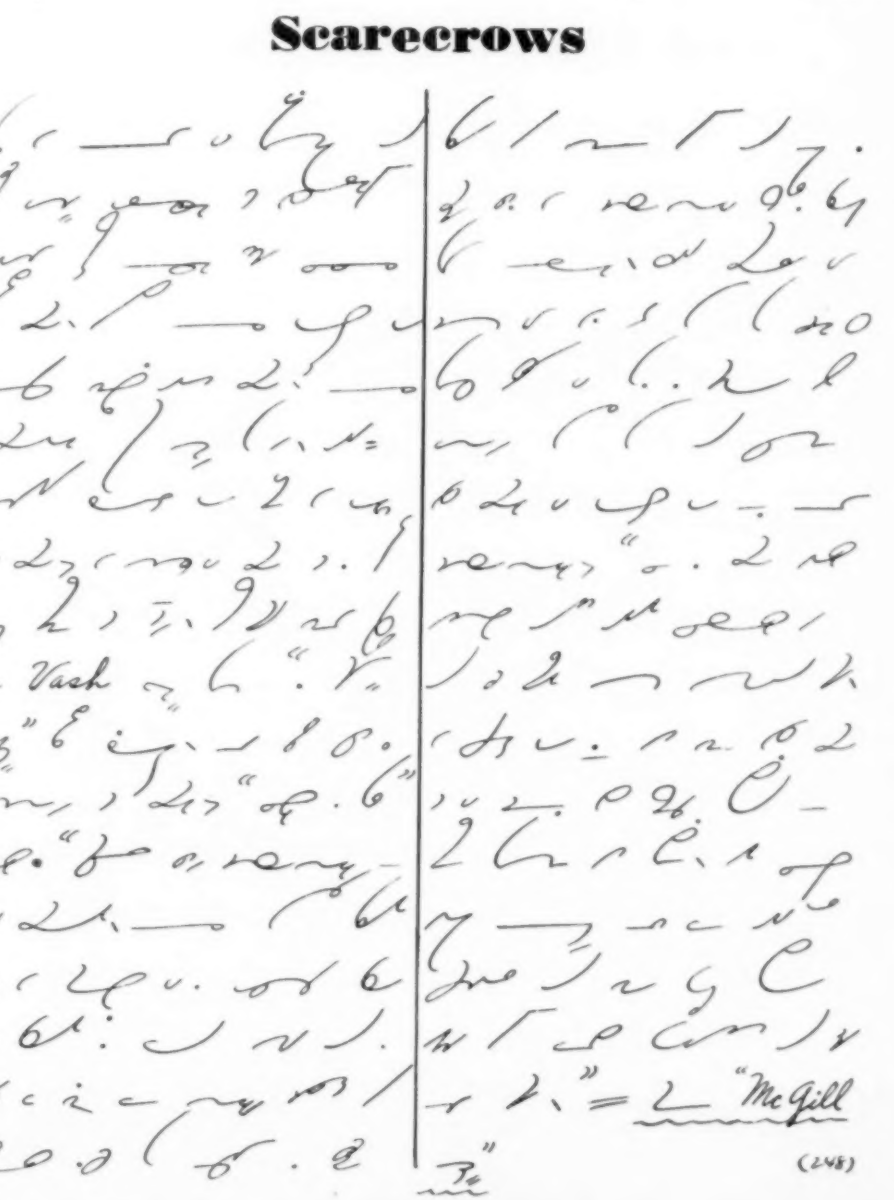
Scarecrows



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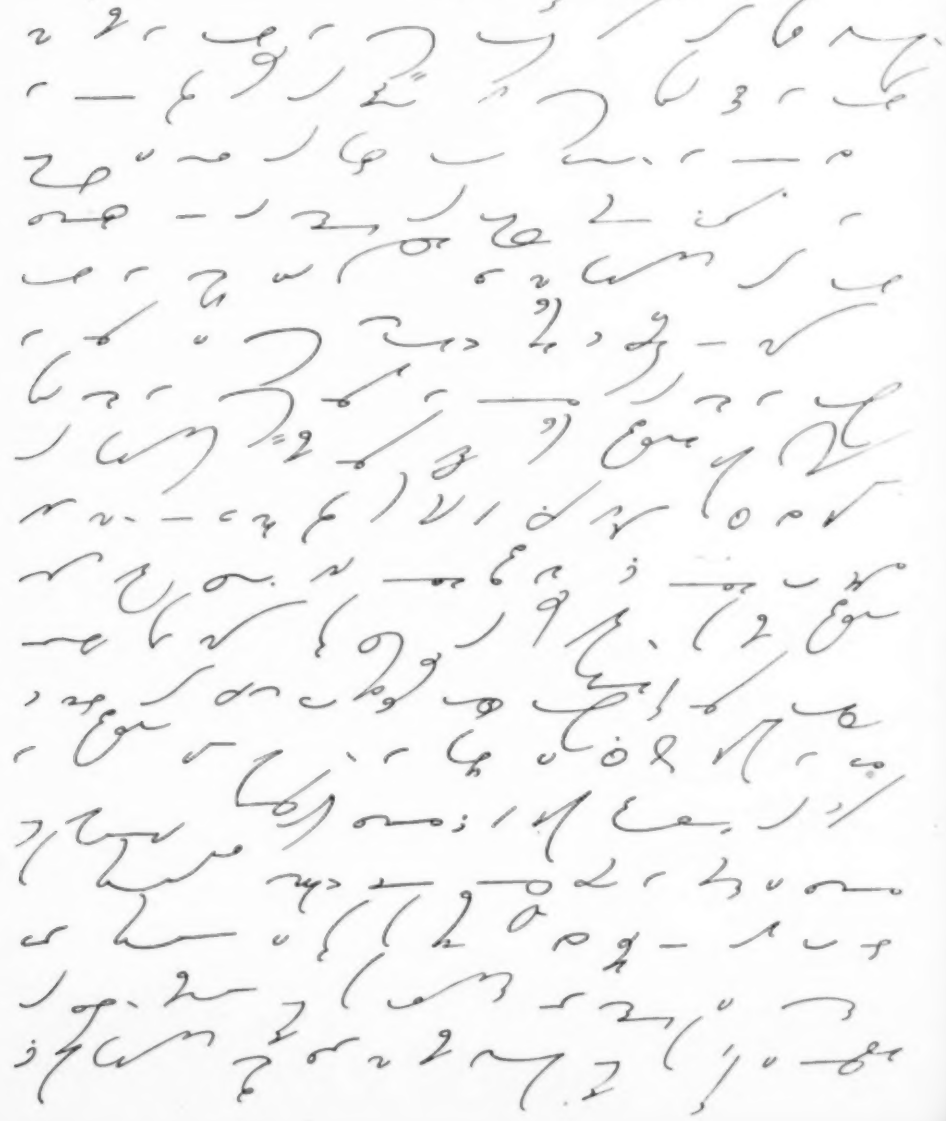
Individuals and the Government

From the Bulletin of the National City Bank of New York



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"Dose" Don'ts and Do's

From "The Northerner"

BUY ONLY WHAT YOU NEED

PAY NO MORE THAN CEILING PRICES

BUY WAR BONDS

SAVE FOR THE FUTURE

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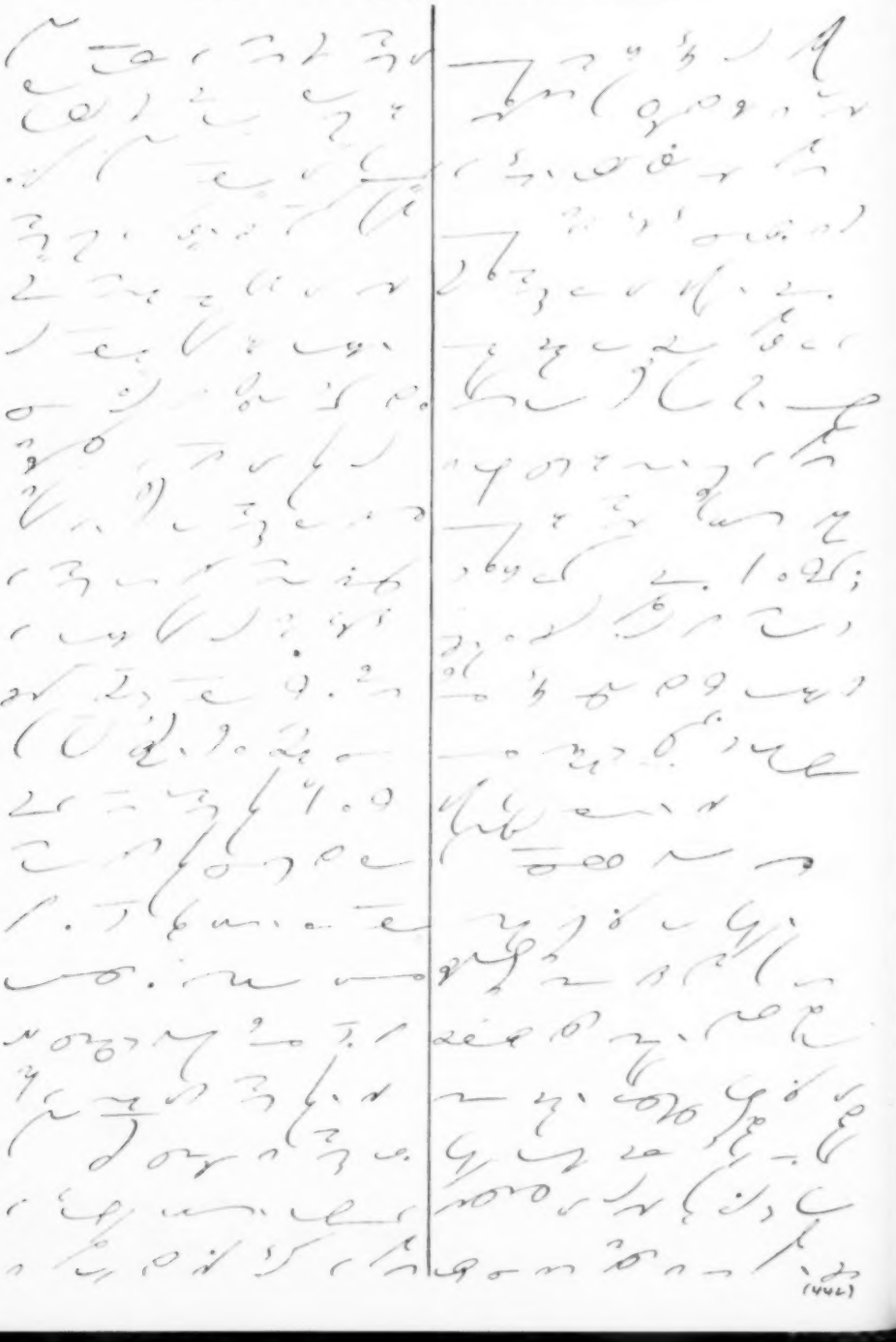
Graded Letters

By A. E. KLEIN

For Use with Chapter Ten of the Manual



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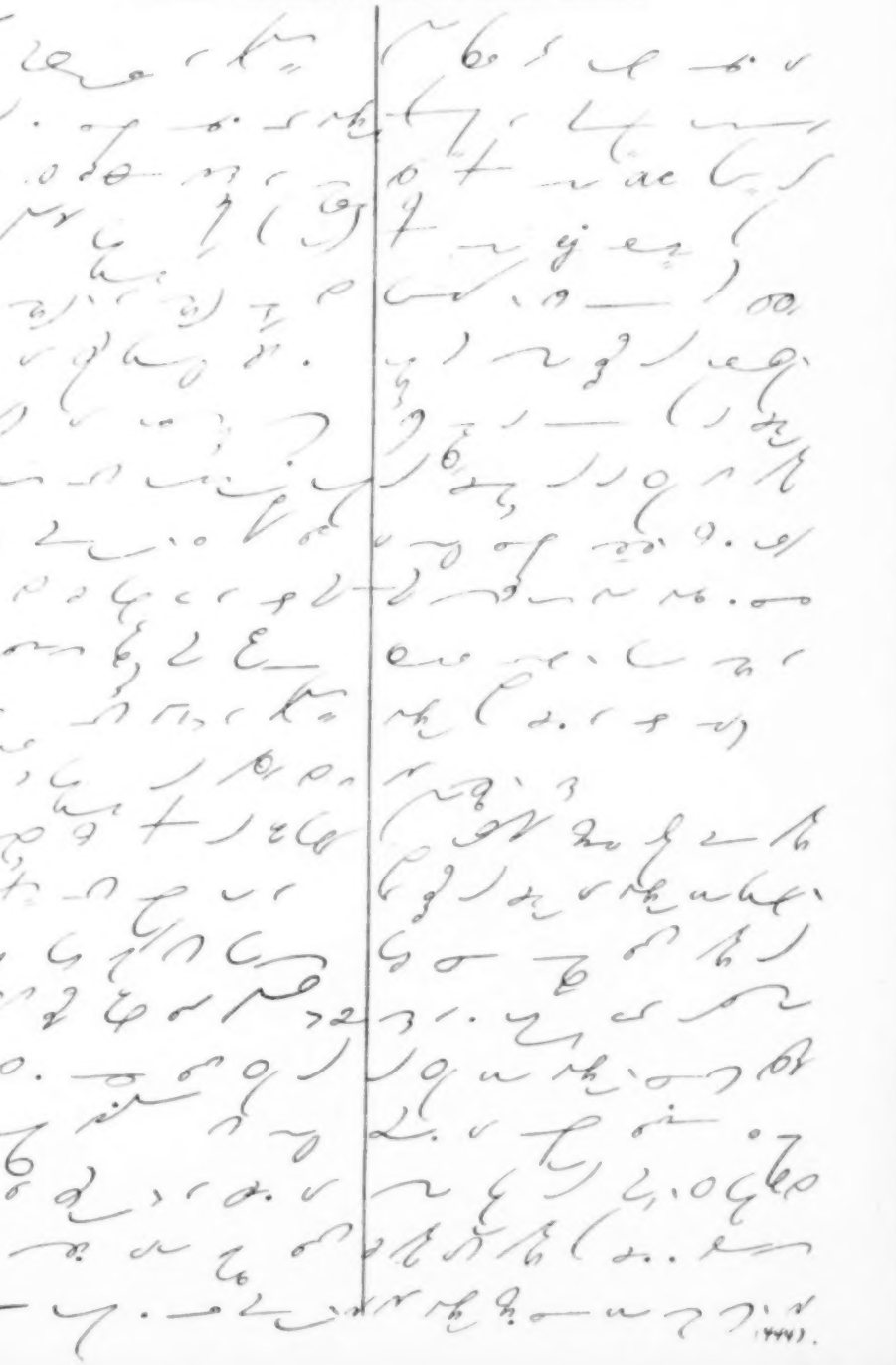
Graded Letters

By A. E. KLEIN

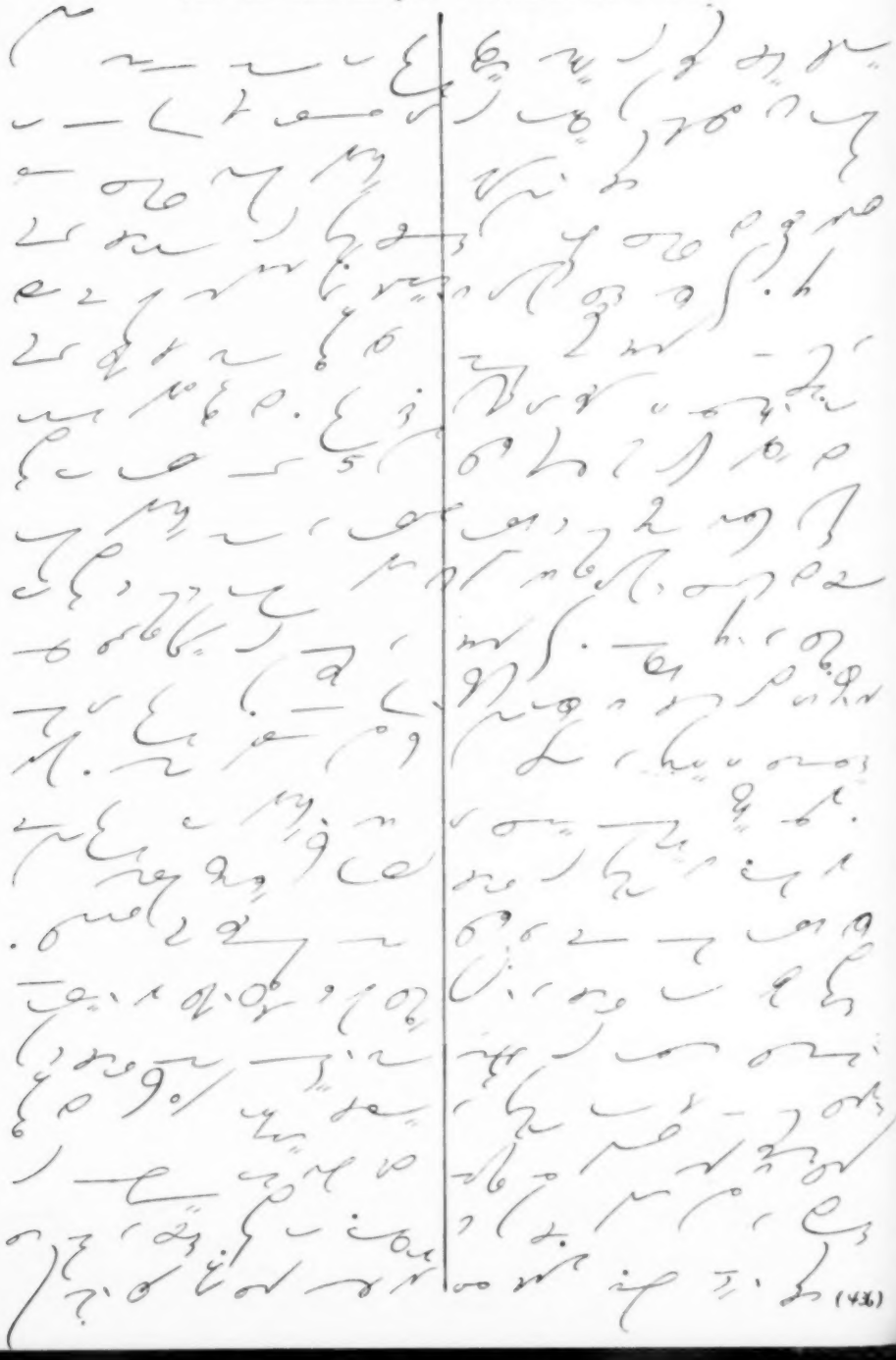
For Use with Chapter Eleven of the Manual



Graded Letters

By A. E. KLEIN

For Use with Chapter Twelve of the Manual



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Mileage Hints

From "Esso Marketers"

(206)

Courtesy

(31)

A Matter of Paint-Scraping

From "Fish and Tin Fish"

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With illustrations by Robert Graves

Part III

POSEIDON

(2324)

(The End)

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How Much Is a Billion Dollars

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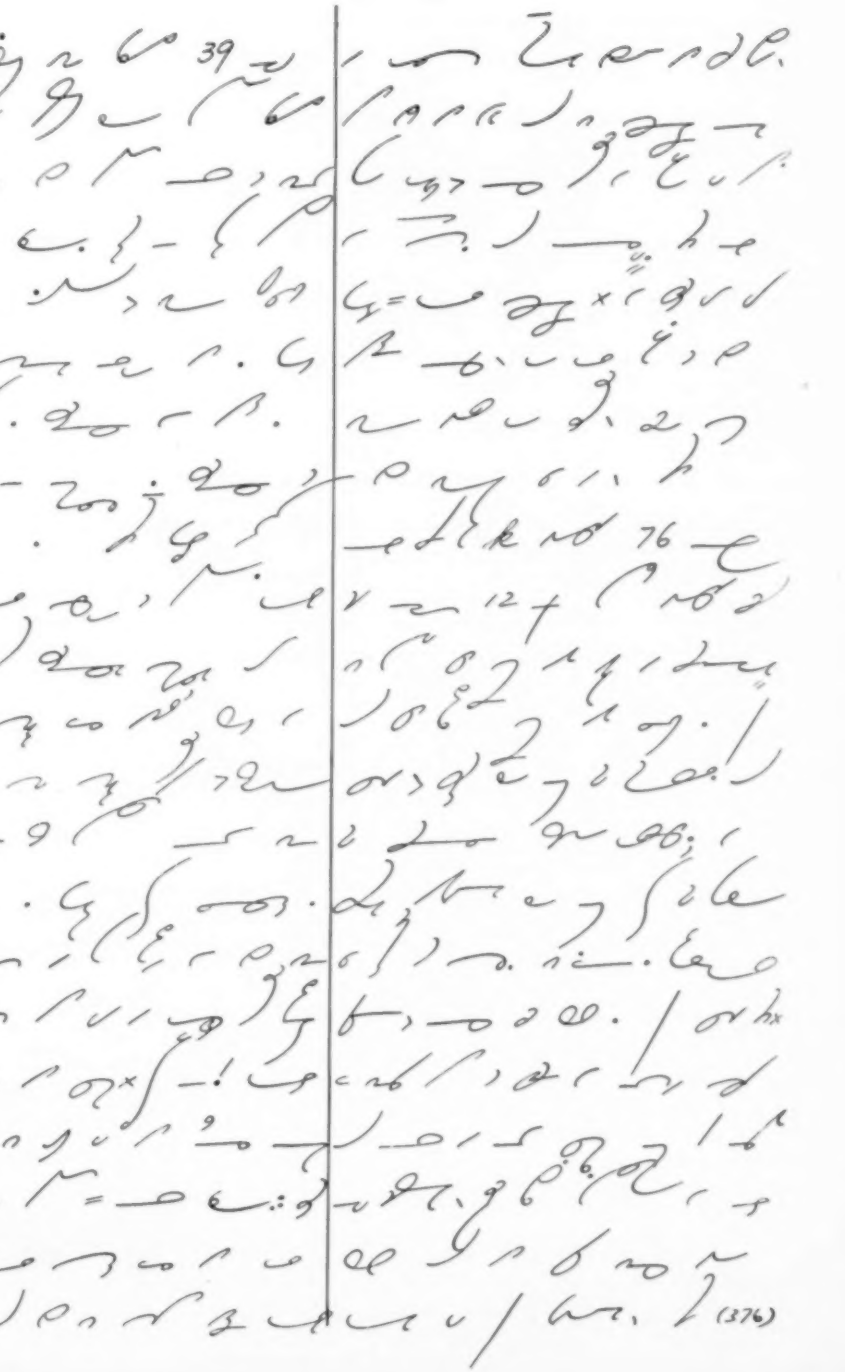
Actual Business Letters

Direct-Mail Selling



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By Wits and Wags

Ups-a-daisy!

These Children!

Sold!

Nothing To It

472; 500; 316; 727.